



## Clemson Elementary

581 Berkeley Dr  
Clemson, SC 29631

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	720 Students	
<b>Principal</b>	Ken Weichel	864-654-2341
<b>Superintendent</b>	Lee D'Andrea, Ph.D.	864-855-8150
<b>Board Chair</b>	Dr. B. J. Skelton	864-868-9691

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Excellent</b>	<b>Excellent</b>
2007	Excellent	Excellent
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

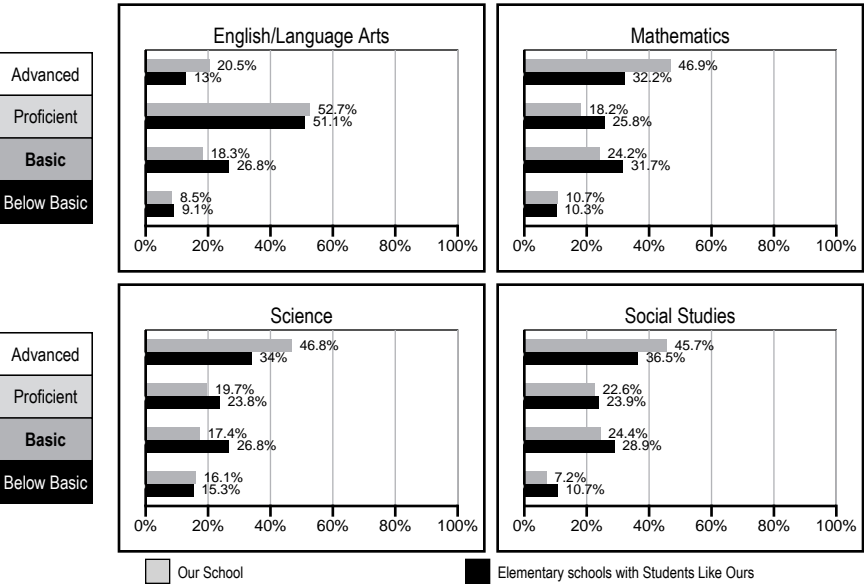
97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
5	20	2	0	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=720)</b>				
First graders who attended full-day kindergarten	70.8%	Down from 92.1%	100.0%	100.0%
Retention rate	2.3%	Down from 3.2%	1.0%	2.3%
Attendance rate	97.3%	No Change	97.0%	96.3%
Eligible for gifted and talented	42.9%	Up from 40.3%	26.1%	10.4%
With disabilities other than speech	5.2%	Down from 6.1%	5.9%	7.5%
Older than usual for grade	0.3%	Down from 0.7%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	59.2%	Down from 64.4%	59.2%	56.7%
Continuing contract teachers	89.8%	Up from 86.7%	82.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.9%	Down from 93.0%	86.5%	86.4%
Teacher attendance rate	95.7%	Up from 92.3%	95.0%	94.9%
Average teacher salary	\$46,812	Up 0.9%	\$46,675	\$45,345
Professional development days/teacher	14.3 days	Up from 10.8 days	12.0 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 21.0 to 1	19.5 to 1	18.5 to 1
Prime instructional time	91.3%	Up from 88.0%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,969	Up 7.5%	\$6,685	\$7,052
Percent of expenditures for instruction*	62.2%	Down from 62.6%	72.8%	69.1%
Percent of expenditures for teacher salaries*	57.8%	Down from 60.2%	63.5%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

Clemson Elementary School is a student-centered, high-achieving school serving approximately 735 students from K4 through grade five. We moved to our new campus in the fall of 2001. Our building is a beautiful, state-of-the-art facility designed to promote maximum student learning in a safe, caring environment. The school grounds include athletic fields, playgrounds, theme gardens, a nature trail, a barn, and outdoor classrooms. Our school has an award-winning and highly-capable staff dedicated to helping all students grow and succeed. Our school has constant support from our parents and community. The PTA and School Improvement Council are instrumental in our planning and improvement process.

Sustained, high student achievement remains a trademark of our school. Our standardized test scores traditionally rank among the highest in South Carolina. We are one of only two schools in the state to win the Incentive Award for exemplary scholastic achievement each of the 14 years the award was offered. This is our seventh consecutive year meeting our Annual Yearly Progress goals. We are proud to have earned an "Excellent" in both Absolute and Improvement ratings on our most recent Report Card. These rankings resulted in us being one of only thirty-one schools across the state earning a prestigious Palmetto Gold Award each of the seven years the state offered the award. Clemson Elementary is a Red Carpet School for being family friendly. We were a finalist for the Carolina First Palmetto's Finest Award three times over the past six years. We continue to stress academic achievement through the use of Write from the Beginning, MAP testing and Classworks, America Reads, Olympics of the Mind, Reading Recovery, Math Super Stars, Cruisers Safety Program, and other on-going instructional efforts. Implementing two multi-age classes is an innovation linking instruction with student learning styles and presenting parents with alternatives.

We believe service learning and service to our community are important aspects of our school. Through our service learning club, students learn good citizenship and compassion for others. Among our student and staff efforts are gathering canned goods for a local food bank, collecting toys for Country Santa, Jump Rope for Heart, Special Olympics, Buck-a-Book, and Relay for Life.

We believe learning is a commitment extending beyond normal school hours and days. To this end, we offer students many opportunities to extend their learning. Jump Rope team, chorus, Chess Club, and the Mileage Team meet either before or after school. Over 250 students are served daily in our after-school-care programs. PTA sponsors an international festival, a fall carnival, an ice cream social, and family dinner nights. Teachers extend classroom learning with events such as Something Special, field trips, musical productions, guest speakers, volunteer tutoring, and Special Olympics. Our partnership with the City of Clemson makes our facilities available before hours and during the summer to benefit our community's children on a year-round basis. The future challenges us to maintain our high academic standards, yet still meet the demands of serving a diverse student population. We continue reaching out to fulfill community needs and welcoming help from others to meet our students' needs. We seek to create a culture of excellence in teaching and learning while striving to embody our motto, "Clemson Elementary, where every day is a great day to learn."

Dr. Kenneth H. Weichel, Principal  
Ms. Regina McMichael, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	108	78
Percent satisfied with learning environment	100.0%	89.8%	94.8%
Percent satisfied with social and physical environment	97.4%	87.9%	96.1%
Percent satisfied with school-home relations	100.0%	90.7%	88.3%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.3%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	342	100	8.5	18.8	52.4	20.4	80.9	55.9	48.2	Yes	Yes
<b>Gender</b>											
Male	175	100	10.7	18.9	54.7	15.7	79.2	49.1	41.7	N/A	N/A
Female	167	100	6.3	18.8	50	25	82.5	63	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	247	100	2.5	13	61.1	23.4	91.6	58.4	60	Yes	Yes
African American	66	100	33.9	42.4	16.9	6.8	39	36.2	31.7	No	Yes
Asian/Pacific Islander	24	100	0	25	50	25	75	70.4	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	41.4	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	27	100	58.3	25	16.7	0	29.2	17.2	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	32	100	4	16	60	20	80	46	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	81	100	31	38	26.8	4.2	42.3	41	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	342	100	10.7	24.5	18.5	46.4	74.3	52.3	45.8	Yes	Yes
<b>Gender</b>											
Male	175	100	10.7	20.1	20.8	48.4	78.6	52.2	45.6	N/A	N/A
Female	167	100	10.6	28.8	16.3	44.4	70	52.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	247	100	2.9	20.1	21.3	55.6	86.2	55	59	Yes	Yes
African American	66	100	42.4	42.4	11.9	3.4	25.4	28.8	26.9	No	Yes
Asian/Pacific Islander	24	100	6.3	18.8	6.3	68.8	81.3	74.1	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	42.8	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	45.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	27	100	62.5	16.7	12.5	8.3	25	18.4	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	32	100	8	20	12	60	84	51.2	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	81	100	36.6	39.4	16.9	7	35.2	37.2	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	234	100	16.1	17.4	20.2	46.3	66.5	43.9	35.7	97.3	96.2
Gender											
Male	123	100	13.4	13.4	20.5	52.7	73.2	46.3	37.4	97.3	96.2
Female	111	100	18.9	21.7	19.8	39.6	59.4	41.4	33.8	97.3	96.3
Racial/Ethnic Group											
White	168	100	6.7	14.6	22	56.7	78.7	46.9	49.2	97.3	96.2
African American	46	100	54.8	26.2	11.9	7.1	19	19.4	17	97	96.3
Asian/Pacific Islander	17	100	11.1	22.2	22.2	44.4	66.7	72.9	58	98	98
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	27.9	24.9	96.4	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.9	94.9
Disability Status											
Disabled	18	100	53.3	20	26.7	0	26.7	15.7	14	96	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	24	100	5.9	29.4	29.4	35.3	64.7	39	24.4	97.6	97.3
Socio-Economic Status											
Subsided meals	60	100	47.2	26.4	15.1	11.3	26.4	30.4	21.1	96.5	95.3

Social Studies

All Students	237	100	7.2	24.8	22.5	45.5	68	43.8	34	97.3	96.2
Gender											
Male	121	100	7.2	24.3	20.7	47.7	68.5	46.1	36.6	97.3	96.2
Female	116	100	7.2	25.2	24.3	43.2	67.6	41.3	31.3	97.3	96.3
Racial/Ethnic Group											
White	173	100	3.6	17.4	26.3	52.7	79	45.8	44.5	97.3	96.2
African American	43	100	25.6	51.3	12.8	10.3	23.1	24.6	19.1	97	96.3
Asian/Pacific Islander	17	100	0	33.3	8.3	58.3	66.7	71.7	58.9	98	98
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	38.5	27.5	96.4	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.9	94.9
Disability Status											
Disabled	16	100	40	40	13.3	6.7	20	16.3	14.4	96	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	24	100	0	25	10	65	75	43.8	27.3	97.6	97.3
Socio-Economic Status											
Subsided meals	49	100	26.7	40	17.8	15.6	33.3	29.6	21	96.5	95.3

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	123	100	6.7	15.8	50.8	26.7	77.5
	4	114	100	3.6	20	51.8	24.5	76.4
	5	109	100	8.7	26	51.9	13.5	65.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	97	100	6.8	12.5	52.3	28.4	80.7
	4	129	100	7.4	19	56.2	17.4	73.6
	5	116	100	10.9	23.6	48.2	17.3	65.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	123	100	9.2	31.7	31.7	27.5	59.2
	4	114	100	8.2	20	15.5	56.4	71.8
	5	109	100	8.7	26.9	22.1	42.3	64.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	97	100	6.8	37.5	18.2	37.5	55.7
	4	129	100	11.6	16.5	21.5	50.4	71.9
	5	116	100	12.7	22.7	15.5	49.1	64.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	62	100	8.3	28.3	38.3	25	63.3
	4	113	100	13	20.4	17.6	49.1	66.7
	5	54	100	16	22	28	34	62
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	49	100	17.8	13.3	31.1	37.8	68.9
	4	129	100	18.2	14.9	22.3	44.6	66.9
	5	56	100	9.6	26.9	5.8	57.7	63.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	61	100	6.7	36.7	31.7	25	56.7
	4	113	100	4.6	21.3	18.5	55.6	74.1
	5	57	100	11.5	23.1	21.2	44.2	65.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	48	100	9.3	44.2	25.6	20.9	46.5
	4	129	100	7.4	19	23.1	50.4	73.6
	5	60	100	5.2	22.4	19	53.4	72.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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